

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

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Schedule #1—General Information

Part 1: Applicant Information

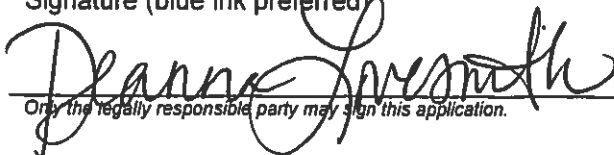
Organization name	County-District #		Amendment #
Belton ISD	014903		
Vendor ID #	ESC Region #	DUNS #	
	12	07-761-7967	
Mailing address		City	State ZIP Code
400 North Wall Street		Belton	TX 76513
Primary Contact			
First name	M.I.	Last name	Title
Christina Wilson		Wilson	Homeless Liaison
Telephone #	Email address		FAX #
254-215-2095	christina.wilson@bisd.net		254-215-2027
Secondary Contact			
First name	M.I.	Last name	Title
Celia	L	Ray	Director of Federal Programs
Telephone #	Email address		FAX #
254-215-2032	celia.ray@bisd.net		254-215-2027

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Deanna		Lovesmith	Assistant Sup of Curr and Instr
Telephone #	Email address		FAX #
254-215-2026	deanna.lovesmith@bisd.net		254-215-2027
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

701-18-109-040

Schedule #1—General Information

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID:

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				0

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Belton ISD has a growing number of students in homeless situations that need the assurance that their rights through the McKinney-Vento Act are provided. These rights help to build a foundation for better educational opportunities and academic achievement which is our district's goal for all students.

Our main objective for this grant is to effectively monitor and improve our homeless student's identification/enrollment process, school attendance, and academic success by utilizing a Homeless Liaison/Case Manager. This personal interaction with each of the identified students and their families will help to insure the greatest possible support and enhance collaboration with all associated campus staff.

An ongoing goal in our district and each campus improvement plan is to provide educational stability for children in homeless situations to ensure that they have the opportunity to achieve at the same high level as their peers. The objectives and associated activities of this grant align with this district/campus goal.

- Based on our projected grant amount, our budget was developed in a way to comprehensively serve our homeless students' needs. Our district continues to approve a Homeless Liaison position, co-funded with Title I, that serves as the Coordinator of our Project HEARTBEAT homeless program. The balance of the grant funds supports student summer academic enrichment opportunities, school supplies/clothing/fees for AP testing, educational resources for parents to help their students, and Liaison educational conference opportunities.
- Our identified homeless student numbers continue to rise with the current year experiencing a 22% increase over last year. All identified homeless children and unaccompanied youth are eligible for services that this grant will provide, regardless of what school they attend in the district.
- A summative evaluation process each spring identifies and prioritizes major needs that will be included in the district/campus improvement plans and available grants for the following year. Any identified objective/strategy and related activity that benefits our homeless students is based on associated input from the following positions: Assistant Superintendent of Curriculum and Instruction, Homeless Liaison, Director of Federal Programs, Director of Student Services, as well as appropriate campus personnel and site based committees. All changes to the Project HEARTBEAT homeless program and/or grant are in accordance with statutes, district policy, and administrative guidelines.
- Managing the fiscal aspect of the grant is a collaborative process between the Business Office, HR, Director of Federal Programs and specific grant manager. All grant funds are subject to compliance with the EDGAR and programmatic regulations for each grant award.
- Objectives identified in our grant's Management Plan have an associated Evaluation Method/Process which helps us examine the effectiveness and completion of each element. Tied to each Evaluation Method/Process are related Indicators of Program Accomplishment. These program indicators will complete the evaluation process of the project objectives providing needed qualitative and quantitation information. This formative evaluation process allows us to be reactionary in our efforts to support our homeless students and unaccompanied youth throughout the grant project and identify elements needing adjustment.
- Belton ISD accepts and agrees to comply with all program-specific provisions and assurances associated with the TEHCY grant. Our district's efforts to support our identified homeless students are guided by statutory requirements and TEA's program requirements as outlined in Schedules #16 and #17.

A district goal and Project HEARTBEAT's ongoing focus is to help identified students to be academically successful in school and to reach graduation. A coordination and integration of current year funds benefited our homeless students including ESSA – Title I and Title IV, as well as TEXSHEP grant funds.

Our district's Title I funds within the ESSA grant would continue to support our identified homeless students and unaccompanied youth if this grant funding terminates. We currently co-fund the Homeless Liaison position - formerly with TEXSHEP (proposed TEHCY) and Title I. Title I set-aside funds in ESSA grant would continue and are used solely to support students that qualify as homeless under McKinney-Vento Homeless Assistance Act.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$24380	\$0	\$24380
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$2245	\$0	\$2245
Schedule #10	Other Operating Costs (6400)	6400	\$2775	\$0	\$2775
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$29400	\$0	\$29400
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$29400	\$0	\$29400

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	29400
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$2352

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director	0	0	\$0
5	Project coordinator	0	1	\$19776
6	Teacher facilitator	0	0	\$0
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	0	\$0
11	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
12	Counselor	0	0	\$0
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title	0	0	\$0
22	Title	0	0	\$0
23	Title	0	0	\$0
24	Subtotal employee costs:			\$19776
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$4500
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$104
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$4604
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$24380

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID:		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 014903

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$2245
Grand total:		\$2245

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 0		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$2775
Grand total:		\$2775

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	5288	46%	5288/11538
Identified homeless students	479	4%	479/11538
Students identified homeless with a 5A Crisis Code	16	.14%	16/11538 or 89% of those identified 5A 16/18
Students identified homeless with a 5B Crisis Code	0	%	
Students identified homeless with a 5C Crisis Code	0	%	
Attendance rate for identified homeless students	NA	%	
Attendance rate for economically disadvantaged students	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
43	40	37	21	26	34	33	33	30	32	37	35	35	43	479

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Schedule #13—Needs Assessment

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment processes, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Belton ISD conducts an annual comprehensive needs assessment using both formative and summative data from the past year as well as information currently known about the upcoming year. A preliminary needs assessment begins in early May and continues to August of the next year when additional data and information is available (such as graduation/continuer rates, assessment scores, and firmer budget numbers).

Any identified objective/strategy and related activity that benefits our homeless students is based on collaborative input from the following positions: Assistant Superintendent of Curriculum and Instruction, Homeless Liaison, Director of Federal Programs, and Director of Student Services. These specific needs are then addressed within the district/campus improvement plans under specific Board of Trustee's set district goals with measurable performance objectives/strategies, activities, persons responsible and budget.

Dialogue continues throughout the year between our Homeless Liaison and the special program departments, campus staff, teachers, parents/guardians, as well as Community Collaborators in regards to the challenges that our homeless students face. These struggles adversely impact the student's academic achievement and attendance and are a large part of our grant goal considerations each year. If situations occur outside the identified needs, improvement plans and grants can be amended. All changes to the Project HEARTBEAT homeless program and/or grant are in accordance with statutes, district policy, and administrative guidelines.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Maintain a Homeless Liaison whose exclusive responsibility is to provide for the needs of homeless students and ensure the district is in compliance with McKinney Vento legislation.	Pay a portion of the Homeless Liaison's salary and budget for staff development conferences and workshops (including the Fall Conference sponsored by THN and THEO, as well as ESC 13 COOP activities).
2.	Reduce delays in identification. Calls from registrar at the time of intake indicate identification concerns and as a result, there are some delays in services and enrollment, leading to delays and gaps in academics.	Homeless Liaison/Case Manager will work directly with registrars to ensure they have the knowledge and tools needed to immediately enroll homeless students. Off-site enrollment will be provided as needed. The Student Residency Questionnaire will be a living document; changes will be made as needed to ensure it will effectively help identify potential homeless students on enrollment. Awareness sessions will increase knowledge of M-V identification criteria at campus, district, and community level.
3.	Increase school attendance. Referrals for attendance support have increased. Unaccompanied youth have needed consistent monitoring. Frequent school changes and poor attendance diminish achievement potential. Families need guidance, resources, and support in attendance goal setting.	Homeless Liaison/Case Manager will work directly with Attendance Officers, Communities in Schools caseworkers, parents/guardians, and unaccompanied homeless youth to ensure students are in school. A system for weekly attendance monitoring will be used in an effort to catch attendance issues before they become a problem. Additionally school of origin transportation routes will be quickly established. School supplies, personal hygiene items, and clothing will be provided to ensure students are not an attendance problem due to lack of resources.
4.	Academic support/enrichment is needed to help students meet grade level standards. The percent of homeless students meeting academic standards is lower than their peers. More effective systems to monitor progress between campuses and homeless office are needed	A summer enrichment program will be offered to homeless elementary students in order to prevent the loss of learning over the summer. We will begin researching a possible mentoring/ tutoring program to offer with our middle and high school students.
5.	Parents need support with parental involvement and basic needs. Parents request support with navigating the school resources and systems. Requests for help with basic needs continue to remain high	Homeless Liaison/Case Manager will provide parents/guardians with referrals to Communities in Schools and community agencies for food, clothing, and housing help.

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Schedule #14—Management Plan

County-district number or vendor ID: 014903		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
1.	Coor. of Project HEARTBEAT/Homeless Liaison	The Homeless Liaison facilitates grant activities and monitors student/program progress and maintains associated documentation. She has 23 yrs. of educational experience, 9 yrs. directly with homeless services, and has a Bachelors and Masters degree.
2.	Director of Federal Programs / PEIMS	The Dir. of Fed. Programs manages the planning, implementation, and fiscal oversight for the ESSA grant and fiscal oversight of the TEHCY grant. She has 24 yrs. of educational experience, 5 yrs. managing grants, and has a Bachelors and Masters degree.
3.	Director of Finance	The Director of Finance monitors all of the district's budgets and submits quarterly expenditure reports.
4.	Assistant Superintendent of C&I	Oversees the coordination of all student programs to ensure equity and quality instruction for all students in the district.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Maintain a Homeless Liaison who works exclusively with McKinney Vento students	1. Do Needs Assessment of M-V program	09/01/2018	06/01/2019
		2. Establish district program goals for position	09/01/2018	10/01/2018
		3. Attend educational conferences/workshops	09/01/2018	05/31/2019
		4. Review program goals progress for position	02/01/2019	03/01/2019
		5. Complete comprehensive TEHCY grant eval.	09/01/2019	09/30/2019
2.	Increase school attendance in homeless students	1. Establish a baseline using EOY 17-18 data	09/03/2018	09/03/2018
		2. Monitor attendance biweekly	09/03/2018	05/13/2019
		3. Quickly provide school of origin trans.	09/03/2018	05/29/2019
		4. Coordinate with Trans. Dept. for SUV	09/03/2018	05/29/2019
		5.		
3.	Creating a more effective system for progress monitoring between campus and M-V office	1. Meet with campus personnel	09/03/2018	08/31/2019
		2. Meet with attendance officers	09/03/2018	08/31/2019
		3. Create processing lists to monitor	09/03/2018	08/31/2019
		4. Get access to Eduphoria	09/03/2018	08/31/2019
		5.		
4.	Provide a summer enrichment opportunity for elementary students	1. Send out referral request	03/18/2019	08/31/2019
		2. Contact parent/ guardians	03/18/2019	08/31/2019
		3. Submit names to SAIL coordinator	03/18/2019	08/31/2019
		4. SAIL Summer Enrichment Camp	06/03/2019	06/21/2019
		5.		
5.	Reducing delays in identification and provision of services to homeless students	1. Train Registrars	09/03/2018	06/01/2019
		2. Campus Awareness Sessions	09/03/2018	12/12/2018
		3. Administrative Awareness Sessions	09/03/2018	12/12/2018
		4. Biweekly list of M-V students sent out	09/03/2018	06/01/2019
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Daily operations revolve around the tenets of the McKinney-Vento Act and the goals and objectives of the Project HEARTBEAT program. The Director of Federal Programs manages all fiscal operations and quarterly expenditure reports. The Homeless Liaison/Case Manager facilitates the activities for the project and maintains the data for reporting and case files. Homeless education and outreach are collaborative efforts. The Homeless Liaison/Case Manager and Director of Federal Programs maintain ongoing communication to coordinate services. Grant activities are planned and scheduled throughout the year.

Programmatic needs are reviewed weekly. Budgets are reviewed monthly. Adjustments/amendments to both are made if needed. Changes are communicated through annual Awareness Training sessions conducted at each campus, with school nurses, registrars, transportation personnel, and other departments in the district. Community presentations are held with local agencies to increase awareness and garner donations and support. Parents and students are informed of changes through one-on-one conversations, via email, and through McKinney-Vento posters throughout the community and at every campus.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Belton ISD currently has a Homeless Liaison who works exclusively with McKinney-Vento students. Our Homeless Education Office includes our Homeless Liaison and a part time Foster Care Liaison, who also works with McKinney Vento students. These two people, along with a University of Mary Hardin Baylor social work intern, have the sole responsibility of ensuring that homeless children have the best education possible, and that the district is in complete compliance with all McKinney-Vento laws. Choosing to not give the position of Homeless Liaison to someone who already has many other responsibilities, demonstrates BISD's commitment to excellence for our homeless students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Fall - Goal Setting Conference Mid-yr. - Summative Evaluation for Homeless Liaison position	1.	List program/personal performance goals aligned to district imprvmt plan
		2.	Identify progress made toward each goal & next step to accomplish goals
		3.	Review progress toward grant goals during Mid-yr. and End of year eval.
2.	Homeless students school attendance monitoring	1.	Bi-weekly attendance monitoring by Homeless Education Office
		2.	Collaboration with district truancy officers
		3.	Prompt establishment of school of origin transportation
3.	Monitor Attendance rates based on Mid-year and End of Year projections	1.	Bi-weekly attendance monitoring by Homeless Education Office
		2.	Collaboration with district truancy officers
		3.	Prompt establishment of school of origin transportation
4.	Research most appropriate summer enrichment opportunity for elementary students	1.	Collaboration with district Curriculum & Instruction personnel
		2.	Evaluate needs of targeted students
		3.	
5.	Reduce delays in Identification	1.	Reduce SRQs not being routed appropriately to Homeless Educ Office
		2.	Reduce time delivery time of needed supplies to students
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Objective identified in our grant's Management Plan has an associated Evaluation Method/Process which helps us examine the effectiveness and completion of each element. Tied to each Evaluation Method/Process are associated Indicators of Program Accomplishment. These program indicators will complete the evaluation process of the project objectives providing needed qualitative information.

The evaluation process is supported by data from our district software systems including Skyward Student Management System, Eduphoria/Aware and OnDataSuites. These systems will allow for the collection of quantitative program level data and number of participants served. Student-level academic data, achievement results, and attendance rates will also be accessible.

This formative evaluation process allows us to be reactionary in our efforts to support our homeless students and unaccompanied youth throughout the grant project and identify elements needing adjustment. Any problems with project delivery are immediately expressed to and/or by the Homeless Liaison to the Director of Federal Programs. There is frequent ongoing communication between the campuses and Homeless Liaison so any issues or concerns that arise are addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 014903			Amendment # (for amendments only):	
Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Present awareness sessions at campuses, departments, local community groups, and social service agencies.	900	Up to 15 campuses, and up to 10 departments and agencies	Sign in sheets Homeless Liaison/ Case Mgr	1,2,3,4
Distribute school supplies as needed.	185	Deliver to campus or homeless family location	Skyward Services Link Signed Services Form Homeless Liaison/ Case Mgr	1,3,4,5
Monitor attendance with campuses and provide follow-up campus visits and home visits as needed.	479	Up to 15 campuses and homeless family location	Skyward Services Link Case notes Project HEARTBEAT Intern Homeless Liaison/ Case Mgr	1,3,5
Refer homeless students to school counselors and the CIS programs upon registration or when homelessness occurs.	479	Up to 15 campuses	Skyward Services Link Email Homeless Liaison/ Case Mgr	1,2,3,4,5
Progress monitoring of grades. Provide follow up as needed.	479	Up to 15 campuses	Skyward Data Mining Case notes Project HEARTBEAT Intern Homeless Liaison/ Case Mgr	1,2,5
Provide summer enrichment sessions for elementary students to provide academic support and enhance social skills.	40	Host campus for SAIL program	Attendance sheets Homeless Liaison/ Case Mgr	1,4,5
Distribute pamphlets on parenting skills and flyers for available classes related to supporting children academically and emotionally.	129	Up to 15 campuses and homeless family location	Skyward Services Link Signed Services Form Homeless Liaison/ Case Mgr	1,3,5
Provide resource information and referrals to social service agencies to help meet family needs for food, shelter, and medical appointments.	160	Program Office, up to 15 campuses, homeless family location	Skyward Services Link Case notes Homeless Liaison/ Case Mgr	1,3,5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	MCH	Recipient of referrals for counseling and parenting skills
2.	Belton Christian Youth Center	Recipient of referrals for afterschool tutoring and mentor program
3.	Project Apple Tree	Provides back to school clothing and supplies, monetary donations
4.	Helping Hand Ministries	Recipients of referrals for health needs, clothes closet, food bank, and utility assistance
5.	Family Promise of Bell County	Recipient of referrals for emergency shelter for families
6.	Central Texas Youth Services	Provides emergency shelter, day center, supportive guidance and basic needs
7.	CARE Network	Community Service Coordination monthly updates
8.	University of Mary Hardin Baylor	Provides an Intern for student and staff support, program awareness through class presentation
9.	Communities in Schools	Provides educational support/enrichment, parent transportation, and health service coordination
10.	Head Start	Child care for 0-4 years
11.	Freedom Urgent Care	Provide free immunizations and sports physicals for Project HEARTBEAT students
12.	Bell County Health District	Provide free immunizations for Project HEARTBEAT students
13.	Central Texas Homeless Coalition	Community Service Provider coordination monthly meetings
14.	St Paul Chong Hasang Catholic Church	Provide Christmas gifts for Project Angel's HEARTBEAT
15.	District Health Services	Coordinate to assist students to get immunizations

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds will pay a percentage of the Homeless Liaison's salary who will create and provide the awareness sessions designed to increase the identification and enrollment of homeless children and unaccompanied youth. The Homeless Liaison serves as the district's Coordinator of our Project HEARTBEAT homeless program and the TEHCY Project Coordinator.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Involvement with parents and guardians will begin with the initial interview where the relationship with parents/ guardians originates. Services will be explained and information for future contact will be provided. The Homeless Education Office will remain in contact with families via phone calls, meetings and/or home visits throughout the year to encourage parental support and stay current on educational issues and concerns as well as provide additional supports if needed.

Parents of student with attendance or grade problems will be contacted either by phone or through a home visit in order to create a partnership to assist the student in becoming successful. If feasible, the Homeless Education Office will provide interim school of origin transportation while bus routes are established.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless students and unaccompanied youth are not singled out. Supplies are delivered discretely. It is our goal for homeless students to receive the same rigorous education their housed counterparts receive. Every effort is made to provide for all their needs by removing barriers that prevent academic success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Title I set-aside funds are used solely to support students that qualify as homeless under McKinney-Vento. The access of monies is based on the emergency needs of individual students. A student who is homeless and attending any campus served by the district is eligible for Title I, Part A service. Title I set-aside funds will be used to provide services to students as a last resort when funds or services are not available from other public or private sources.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	4000	School Supplies
Planned Set-Aside for 2017–2018	4500	School Supplies Educational resources for parents to help their students Fees for AP testing

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The reservation/set-aside amount is formula based. Our LEA uses \$10 per projected identified homeless student which equates to \$10 x 450 or \$4500 for the current grant year.

The needs of homeless students are identified at both the district and campus level. During the initial identification interview process with our Homeless Liaison, parents and unaccompanied youth communicate immediate needs for which the set-aside reservation might be used. Meeting these needs helps facilitate the student's transition into our district and take full advantage of educational opportunities.

Utilizing Awareness Sessions, teachers, counselors, and CIS staff are advised to alert the Homeless Liaison of situations that arise throughout the school year which would adversely impact the student's academic success. The Homeless Liaison researches available resources and uses the set aside reservation as a last resort.

Our District Improvement Plan as well as each Campus Improvement Plan, includes a Strategy specific to our Homeless Education (Project HEARTBEAT) and the rights afforded our students through the McKinney-Vento Homeless Assistance Act.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 014903	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Entering/ Returning students: A Student Residency Questionnaire is part of the online registration paperwork completed by every new and returning student enrolling in BISD. The SRQ is one of the mandatory documents and is the first step in the enrollment process. The SRQ is used to alert registrars of the possibility of newly enrolling and returning students being in a homeless situation. The SRQ is designed with 5 basic questions about nighttime residence making it easy for registrars to recognize students who need to be interviewed about their living situation. The Homeless Education Office quickly contacts the parent/ guardian by phone or home visit or meets one on one with high school unaccompanied youth to interview them. Once a homeless situation has been discovered, the campus is immediately notified so the student can be enrolled. If the Homeless Education Office is not available to interview, registrars have been instructed to immediately enroll any student who may possibly be in a homeless situation.

Become Homeless After School Year Started: Homeless Awareness Sessions are conducted every year, at each campus, to administrator sessions, transportation department, school nurses, and other district departments. Participants are trained in the definition of homelessness and ways to identify potentially homeless students. They are encouraged to submit the names of any student who may be homeless to the Homeless Education Office so the family or student can be contacted.

Not Currently Enrolled or Attending School: Collaboration between the Homeless Education Office and community agencies, who work with homeless families, provides referrals of students not enrolled in school. McKinney Vento posters are also placed in community locations to provide information for homeless families of their rights to enroll.

Early Childhood / Prekindergarten programs: Belton ISD has a campus expressly designated for all prekindergarten children. They utilize the same methods for enrollment listed above to identify students in homeless situations. Registrars are trained and aware that homelessness is a criterion for free Pre-K enrollment. Head Start is located in the same building and the Pre-k families who qualify under the homeless program with younger children are encouraged to enroll in Head Start.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administrative, Instructional, and Support Staff: Awareness sessions are designed to be engaging by offering the definition of homelessness, ways to identify potentially homeless students, the effects of homelessness, and educational needs of homeless students. These sessions also share the stories of homeless student in an effort to increase the staff's knowledge of real life situations and experiences of homeless children.

Service Providers and / or Community Collaborators: The Homeless Liaison personally visits with service providers and community collaborators to explain McKinney-Vento and the services provided by Project HEARTBEAT. They are also provided with posters and brochures explaining McKinney Vento Rights and Project HEARTBEAT contact information. The agencies are encouraged to send referrals to the Homeless Education Office. Project HEARTBEAT is a member of the Centex Homeless Coalition and regularly attends meetings to ensure agencies are awareness of McKinney Vento as well as keep the Homeless Education Office updated on agency services available for homeless families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

4-Year Cohort Graduation Rate / Graduation Rate of All Homeless Students /College and Career Readiness Programs: For the previous 3 school years, Belton ISD had an overall average 4 year cohort graduation rate of 98.8% (Graduated, Continued, or received GED) and a homeless student graduation rate of 97.7%. We work hard to ensure all students graduate. Collaborations between high school counselors, Communities in Schools and the Homeless Education Office ensures homeless students are placed in the most rigorous programs. Interventions and support services allowing for credit recovery and accelerated curriculum are put into place as necessary ensuring homeless students graduate with their cohort group and/or early graduation.

Attendance and Truancy: Attendance is monitored daily by campuses and truancy officers. The Homeless Education Office is notified when there is a problem with a homeless student's attendance. Parents/guardians are contacted to determine the cause and measures to correct the problem are implemented. School of Origin transportation routes are established as quickly as possible to ensure days are not missed. Students are not penalized for absences due to their homeless situation. In order to more quickly and efficiently monitor attendance and truancy, the Homeless Education Office plans on coordinating with the PEIMS office to create a program which will allow for biweekly monitoring of homeless students attendance and truancy.

Promotion: In grant year 1, the PEIMS office will collaborate with the Homeless Education Office to create a program for tracking promotion rates for homeless students in grades K-11. A baseline for promotion will be established. Subsequent years efforts will be made to ensure the promotion rate of homeless is increased.

Collaboration and Coordination of Services for Homeless Students Identified and Receiving Other Special Programs Services: Homeless students receiving services in special programs are coded in the student database to indicate homeless status. Special service programs then coordinate with the Homeless Education Office to provide any special services such as school of origin transportation or interventions by the Homeless Education Office.

Discipline Interventions: The Homeless Liaison is contacted as needed to provide intervention for disciplinary situations. She is available for conferences with students and as advocate for homeless students in disciplinary RTI meetings.

Advanced Placement and Dual Credit Course Work: Homeless students are encouraged to participate in Advance Placement Programs. If necessary the costs of AP tests are covered by the Homeless Education Office. We will be working to find ways to provide access to Dual Credit courses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Transcript Review for Appropriate Full or Partial Credit / Credit Recovery or Credit Repair: Student's transcripts are reviewed by high school counselors on an ongoing basis. Courses are adjusted according to need. Students transferring in are given credit or partial credit for courses already taken. Programs are in place to allow students to work at an accelerated pace to recover, and/or repair credits necessary to graduate on time or early.

Attendance and Truancy Interventions: Attendance is monitored daily by campuses and truancy officers. The Homeless Education Office is notified when there is a problem with a homeless student's attendance. Parents/guardians are contacted to determine the cause and measures to correct the problem are implemented. School of Origin transportation routes are established as quickly as possible to ensure days are not missed. Students are not penalized for absences due to their homeless situation.

Discipline Interventions: The Homeless Liaison is contacted as needed to provide intervention for disciplinary situations. She is available for conferences with students and as advocate for homeless students in disciplinary RTI meetings.

Assessment Interventions and Scores: High School counselors monitor assessment scores and consult with the Homeless Education Office on an as needed basis. The Homeless Liaison attends academic RTI meetings for homeless students as an advocate for the student as needed.

Graduation and Post-Secondary Transition Plan: Counselors, Community in Schools, and the Homeless Education Office work together to ensure all homeless students have a graduation and a post-secondary plan. FASFA applications are completed and UHY verifications letters prepared. Homeless students visit college campuses and assistance with college applications is provided. Homeless students are made aware of and are encouraged to participate in AP and dual credit courses.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 014903			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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